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Methods Used To Supervise The Instruction Of Psychology Online At Shanghai Sports University, China

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ABSTRACT
This study investigates the strategies used to monitor the physical education (PE) courses provided online by Shanghai Sports University in China. The main purpose of the project is to get a better understanding of how online PE curricula use digital platforms and technology to enhance their delivery and assessment. To ensure effective teaching practices and student engagement, the study explores several methods and technologies for monitoring, including digital assessment tools, learning management systems (LMS), and video conferencing software. To better understand how different methods of instruction work, it explores data analytics to track students' involvement, progress, and performance. Online physical education programmes provide a number of challenges for both instructors and students, including technological issues, difficulties with student participation, and the need for innovative digital simulations of physical exercise. Through an analysis of instructor and student opinions, the study finds out what makes online PE programmes successful. Teachers must engage in continuous professional development if they are to effectively use digital tools while maintaining high standards in the classroom. In addition, the study explores how online physical education programmes may influence traditional teaching methods and the field of physical education in the aftermath of a pandemic. Institutions of higher learning looking to launch or improve web-based physical education courses may benefit from the findings, which emphasise the need of robust monitoring methods to ensure the effectiveness and quality of online PE.
Keywords: *Physical Education, Student engagement, Performance metrics, Web-Based Courses.*

INTRODUCTION

Many long-established methods, especially in physical education, have been severely shaken up by the introduction of technology into the classroom. Online physical education courses are becoming more popular, and Shanghai Sports University in China has just joined the trend by offering more engaging and convenient options for students. There is a growing demand for efficient and effective monitoring systems to guarantee that training is producing the expected outcomes, especially given the exponential growth in the number of digital platforms. This study aims to examine the different tactics used by Shanghai Sports University to oversee their online physical education courses. In particular, it zeroes in on the cutting-edge methods and tools that help online schools maintain their high standards of teaching and help students succeed **(Wu, 2018).**

1. BACKGROUND OF THE STUDY

The integration of technology into education has revolutionised traditional classrooms, opening up new opportunities and challenges in a wide range of disciplines. Physical education (PE) is one of several disciplines hit hard by this shift because of its long-established reliance on students' actual presence and engagement. Due to the rapid development of web-based technology, several institutions worldwide, including those in China, have been exploring innovative approaches to offering physical education lessons online. An internationally acclaimed institution with a concentration on sports education, Shanghai Sports University has been at the forefront of this educational transformation. The institution has decided to employ online courses for physical education, which is a big departure from typical PE teaching methods. This change, which is a component of a broader trend towards online education, has been expedited due to the increased demand for remote learning solutions on a global scale, especially in the aftermath of the COVID-19 pandemic. Several factors have contributed to the gradual evolution of Shanghai Sports University's online physical education programmes. To start, more and more individuals are realising that online education has the ability to reach a wider audience, particularly those

who do not live in areas with convenient campus locations. Also, with the help of VR, interactive software, and video demonstrations, physical education (PE) classes may now be conducted online, all because of technological advancements. The government of China has also been actively encouraging the broad use of ICT in schools as part of its broader educational policy. This policy emphasises the significance of educational institutions employing innovation and digital platforms to enhance learning outcomes and accessibility. Shanghai Sports University's decision to offer PE courses online is consistent with its mission to remain relevant over the long term. Offering online education as a flexible study option helps the college cater to its diverse student base, which includes working professionals and international students. To sum up, Shanghai Sports University developed online PE courses in response to the growing need for flexible, accessible, and technologically advanced instructional tools. The university's long-term goals to enhance and expand its educational offerings, together with new government policies and technological developments, are driving this transition **(Zhang, 2019).**

2. PURPOSE OF THE STUDY

This study primarily focuses on online physical education (PE) lessons offered by Shanghai Sports University in China. By investigating the effects on student achievement, interest, and satisfaction, this study aims to fill gaps in our understanding of how digital platforms are transforming PE. The study's secondary objective is to identify potential benefits and drawbacks of online PE courses in order to enhance these programmes for the benefit of students' education. With an eye on Chinese colleges, this research aims to fill a gap in our understanding of technology integration in physical education.

3. LITERATURE REVIEW

The meteoric rise of online education has had a significant impact on every facet of the educational landscape, including physical education. The Chinese institution Shanghai Sports University has tried a variety of approaches in recent years to manage its online PE programmes. In order to highlight their strengths, weaknesses, and potential solutions, this literature review outlined the existing research on these strategies.

Strategies for Monitoring Online PE Courses and Their Use of Technology

Online PE lessons could not have been supervised without the use of technology. Educators and students alike use LMSs like Moodle and Blackboard to better structure course materials, stay updated on each other's progress, and interact with one another. These systems provide analytics that may be used to measure student engagement and performance. Sun (2016) and Wu et al. (2018) found that when utilised correctly, learning management systems (LMS) might be beneficial for online physical education (PE) classes.

Video Evaluations

The use of video-based assessments is an important aspect of monitoring online PE courses. Utilising these technologies, educators have the ability to remotely evaluate their students' physical skills and performance. Based on the study conducted by Chen et al. (2017), video assessments may ensure that students are doing exercises correctly and securely. This method permits many evaluations to guarantee precise assessment and also gives a visual record.

Methods for Taking Criticism and Making Use of It

Having comments that are both timely and informative is essential for online PE programmes. Consistent with previous research, giving pupils constructive feedback increases their motivation and overall performance. Some common ways that people may provide feedback are via email, instant messaging, and online discussion forums. Consistent feedback improved both student interest and performance in online courses, according to Zhang and Zhou (2019).

Evaluating and Working Together with Colleagues

As educational tools, peer assessment and collaboration are very useful in online PE programmes for monitoring and enhancing student performance. Tools that allow for group work and peer review foster a sense of belonging and responsibility in students. Peer review processes boost learning outcomes by fostering students' critical thinking and self-assessment skills, according to research by Li et al. (2020).

Contemplation and Self-Assessment

Encouraging students to reflect and keep track of their own progress is another strategy that has shown some promise. Students may use electronic portfolios and reflective notebooks to record their experiences, reflect on their learning, and keep track of their successes. Researchers Huang et al. (2019) found that people are more likely to stick with their exercise routines and achieve their fitness and learning goals when they use self-monitoring tools.

Difficulty in Monitoring Online PE Courses

Although there are some advantages to online PE programmes, the major challenges of managing them outweigh them. It is difficult to verify that students are doing physical activities correctly when instructors are not physically present. Some technological obstacles that could hinder effective monitoring include slow internet connections and a general lack of computer knowledge.

Evaluating the Effectiveness of Monitoring Techniques

Research on the effectiveness of different monitoring strategies has shown conflicting results. For instance, video tests and learning management systems (LMS) provide comprehensive information, but they also carry the risk of reducing physical activity and increasing screen dependence, which contradicts the goal of physical education (PE). The level of student and instructor commitment determines the quality of feedback and peer collaboration, making consistency even more of a challenge (Gao et al., 2021).

In summary

Insights gained from monitoring online PE courses at institutions like Shanghai Sports University are encouraging for the field's potential. Technology, video assessments, feedback systems, peer collaboration, and self-monitoring are cornerstones of these methods. Problems including ensuring proper physical activity, addressing technical errors, and keeping people interested must be handled if these monitoring technologies are to maximise their usefulness. Future research should focus on developing more interesting and interactive monitoring tools to get around these problems and make online physical education lessons more effective.

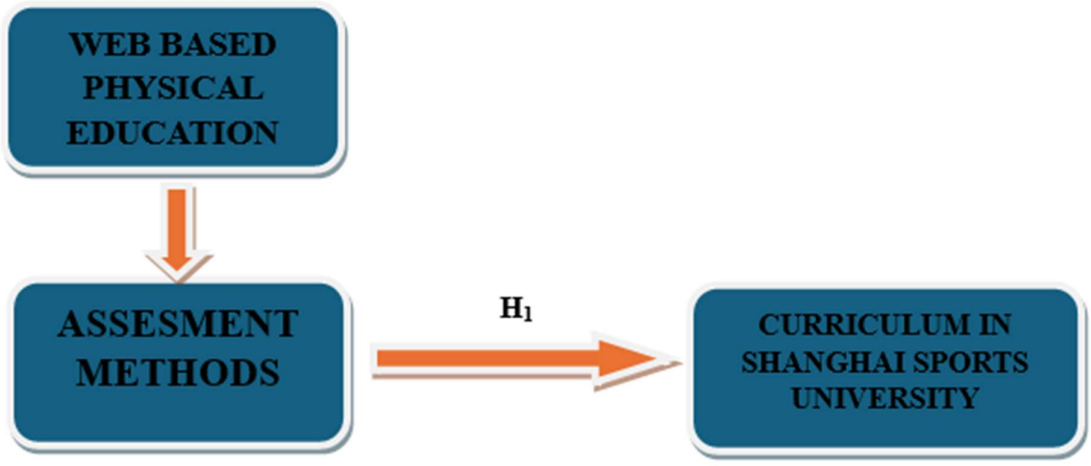
4. RESEARCH QUESTION

- What strategies are used to oversee the online psychology courses offered by Shanghai Sports University?

5. RESEARCH OBJECTIVE

- To investigate the strategies that are used to oversee the online psychology courses offered by Shanghai Sports University.

6. CONCEPTUAL FRAMEWORK



7. METHODOLOGY

8.1 Research Design

Quantitative research seeks to find statistically significant connections between variables by collecting numerical data on variables and entering it into statistical models. To get a deeper understanding of society is the ultimate aim of quantitative research. Researchers often use quantitative approaches while examining topics that effect humans. Quantitative studies often result in data shown visually, such as in tables and graphs. Quantitative data necessitates a methodical strategy for gathering and analysing numerical information. It has a wide variety of potential uses, including data averaging and forecasting as well as the investigation of correlations and the extension of discoveries to bigger populations. The polar opposite of quantitative studies are qualitative studies, which rely on in-depth interviews and observations (e.g., text, video, or audio). Many academic fields rely on quantitative research methods. Included in this group are fields as diverse as marketing, sociology, chemistry, biology, and economics.

8.2 Sampling

Twenty Chinese consumers served as pilots for the questionnaire, while 749 customers made up the final sample for the study. A total of 800 randomly selected customers were surveyed. None of the incomplete surveys were taken into account by the researcher.

8.3 Statistical Software

The statistical analysis was conducted using SPSS 25 and MS-Excel.

8.4 Statistical tools

The descriptive analysis helped the researchers to identify the core characteristics of the data. Factor analysis was used to assess validity.

9 RESULT

There were a total of 900 questionnaires sent to the participants. Among the 875 surveys that were returned, 749 were evaluated using the Statistical Package for the Social Sciences (SPSS) version 25.0 software.

9.1 Factor Analysis

Verifying the latent component structure of a collection of measurement items is a common use of Factor Analysis (FA). It is often thought that the observable or measured variable scores are the result of latent (or unknown) causes. Accuracy analysis (FA) describes this method that relies on models. The main objective is to depict the interrelationships of the variables, taking into account the impact of measurement error and other factors that cannot be seen.

To determine whether data is appropriate for factor analysis, researchers might use the Kaiser-Meyer-Olkin (KMO) Method. The researcher looks at the whole model and each model variable separately to see whether the sample was big enough. With the use of statistical measurements, researcher may determine the likelihood of a shared variance across several variables. It is common for data to become more suitable for factor analysis as the percentage is decreased.

The output from KMO is a number between 0 and 1. If the KMO number is between 0.8 and 1, it means that the sampling was sufficient.

If the KMO is less than 0.6, it means that the sample was insufficient and corrective action is needed. Researcher may use the best judgement here; 0.5 has been used as an example by various writers, thus the range is 0.5–0.6.

The KMO indicates that the total correlations are small in comparison to the partial correlations if it's around zero. To reiterate, significant correlations significantly impede component analysis.

The standards that Kaiser has established for admission are as follows:

The standards that Kaiser has established for admission are as follows:

Extremely low, ranging from 0.050 to 0.059.

0.60-0.69 is not up to standard

Grades in the middle often range from 0.70 to 0.79.

Having a quality point score between 0.80 and 0.89.

The range from 0.90 to 1.00 is quite wide.

Table 1: KMO and Bartlett's Test[a]

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.868
Bartlett's Test of Sphericity	Approx. Chi-Square	4950.175
	df	190
	Sig.	.000
a. Based on correlations		

"Claims made only for sampling are therefore legitimate. To make sure the correlation matrices were relevant, researcher ran them via Bartlett's Test of Sphericity. According to Kaiser-Meyer-Olkin, an adequate sample size is 0.868. The researchers used Bartlett's sphericity test and got a p-value of 0.00. An interesting discovery was made when Bartlett's sphericity test revealed that the correlation matrix is not an identity matrix."

9.2 Test for hypothesis

It is common practice for scientific groups to "propose a hypothesis," or educated guess or assumption, before discussing the idea with peers and doing research to confirm or refute it. In order to formulate a testable hypothesis, the first stage in doing scientific research is to review the relevant literature. It turned out that the investigation's main premise was right. Providing a potential explanation for the observed phenomenon is as simple as making a "hypothesis" statement. It was necessary to formulate and test several hypotheses for the inquiry to be comprehensive.

- **Dependent Variable:**

CURRICULUM IN SHANGHAI SPORTS UNIVERSITY

Shanghai Sports University offers a comprehensive education in all areas of sports and physical education via its well-structured course of study and extracurricular offerings. The curriculum is designed to meet the academic and professional needs of the institution by providing students with a well-organized path from theoretical knowledge to practical skills and opportunities for experiential learning. Among the many courses offered by Shanghai Sports University are those in sports medicine, sports psychology, athletic training, physical education pedagogy, coaching methods, athletic science, and sports administration. Students aspiring to careers in sports administration, coaching, teaching, or science find the resources they need to succeed in this programme.

- **Independent Variable:**

Web-Based Physical Education

"Web-based physical education" refers to a kind of physical education curriculum that distributes its teachings and exercises over the Internet and other digital means. It employs virtual technology, interactive materials, and multimedia to aid in health education, fitness assessments, and exercise instruction. Using this approach, researcher can build flexible, remote-accessible classrooms that can accommodate students from diverse backgrounds. Students are able to participate in health and fitness education at any time of day or night because to the incorporation of elements such as video demonstrations, virtual fitness challenges, personalised fitness regimens, and real-time feedback into web-based physical education.

- **Factor**

Assessment Methods

Academic preparedness, learning progress, skill development, and educational requirements may be evaluated, measured, and documented via the use of assessment techniques. Using these strategies, teachers may evaluate their students' progress towards learning outcomes, pinpoint where their pupils may be struggling, and plan accordingly.

- **Relationship Between with Assessment Methods and Curriculum in Shanghai Sports University**

At Shanghai Sports University, researchers prioritise the quality and efficacy of our online physical education programmes by carefully considering the link between our evaluation techniques and the curriculum. In order to provide students with certain information and abilities, the curriculum details the goals, topics, and organisation of the classes. On the other side, assessment procedures are simply the means by which these instructional objectives are measured. To accommodate a wide range of student demands, Shanghai Sports University has designed its online physical education curriculum to include a wide range of physical activities, as well as theoretical concepts and practical implementations. The university's

overall educational goals, which include a focus on academic rigour and physical health, are dynamically compatible with this programme. To determine how well the programme is working and how far pupils have come, assessment tools are vital in this setting. Quizzes and interactive exercises are examples of formative assessments that fall under this category. They allow students to get rapid feedback, which keeps them interested and motivated. Final examinations and project submissions are examples of summative assessments that are used to evaluate students' overall learning and performance at the conclusion of the course. Teachers are able to keep tabs on their students' development and adapt their lessons and pedagogy accordingly thanks to assessment tools that are included in the curriculum. This congruence keeps the curriculum current and adaptable to the needs and goals of the pupils. extra than that, good evaluation strategies may show where kids need extra help or resources and where there are holes in the curriculum. At Shanghai Sports University, evaluation strategies and course content work hand in hand, nourishing and improving one another. Students are guaranteed a well-rounded education that satisfies the university's high standards via this dynamic engagement.

On the basis of the above discussion, the researcher formulated the following hypothesis, which analysed the relationship between Social Education and Curriculum in Shanghai Sports University.

H_{01}: "There is no significant relationship between Assessment Methods and Curriculum in Shanghai Sports University."

H_1: "There is a significant relationship between Assessment Methods and Curriculum in Shanghai Sports University."

Table.2: ANOVA test (H_1)

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	75207.347	235	4700.459	672.417	.000
Within Groups	681.563	513	8.212		
Total	75888.910	748			

"In this study, the result is significant. The value of F is 672.417, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the ***H_1: "There is a significant relationship between Assessment Methods and Curriculum in Shanghai sports university"*** is accepted and the null hypothesis is rejected."

10 CONCLUSION

As a whole, the plan to monitor the online PE courses offered by Shanghai Sports University has as its end objective the assurance of online education's effectiveness and quality. The employment of state-of-the-art technological resources and comprehensive assessment procedures demonstrates the institution's dedication to maintaining high educational standards. The institution's ongoing focus on developing and adapting to new trends in digital learning environments demonstrates its devotion to providing students with an engaging and dynamic learning experience. Students' academic performance and overall education is enhanced by proactive monitoring in online physical education courses.

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